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ABSTRACT

Project IMPACT, a magnet bilingual program for Italian-speaking students in New York City, offered in 1981-82 full academic and career programs for 210 students in grades 9-12. The philosophy of bilingual education employed in IMPACT is transitional, and a major goal is to mainstream students within an average of two years. Students receive classroom instruction in four categories: English as a second language, native language, content-area courses, and mainstream classes. All IMPACT students are enrolled in mainstream art, music, and health education classes; entry into other mainstream classes is dependent upon English proficiency and, sometimes, content-area proficiency. IMPACT's noninstructional component includes the development of curriculum materials and new course offerings, supportive services, staff training, encouragement of parental participation, and encouragement of student participation in schoolwide and citywide activities. In the 1981-82 school year, IMPACT students showed meaningful gains in English reading and comprehension. More IMPACT students passed a standarized native language test than did mainstream students. Data for math, science, and social science were mostly unavailable. IMPACT students had a higher attendance rate than did the school as a whole. Overall, the project progressed toward its major goal of expediting acquisition of the English-language skills necessary for full mainstreaming. (CMG)

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O.E.E. Evaluation Report

March, 1983

Grant Number: G00-800-6389

NEW UTRECHT HIGH SCHOOL

PROJECT IMPACT

1981-1982

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Coordinator:
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PROJECT IMPACT

NEW UTRECHT HIGH SCHOOL

Location:	1601 80th Street Brooklyn, New York 11214
Year of Operation:	1981-1982, second of three years of funding
Target Language:	Italian
Number of Participants:	210 students in grades nine through twelve
Principal:	Michael Russo
Coordinator:	Joseph Rizzi

I. CONTEXT

COMMUNITY SETTING

New Utrecht High School, the home of Project IMPACT, is in Brooklyn's Bensonhurst section, which has the greatest concentration of Italian-Americans in the United States. This section has numerous Italian specialty shops, and one frequently hears Italian and its dialects spoken there. The school serves not only Bensonhurst but also the Dyker Heights, Bay Ridge, and Boro Park sections of Brooklyn. Dyker Heights and Bay Ridge have many one-family homes of second- and third-generation Italian-Americans, many of whom are professionals. The Boro Park section, in addition to its many Italian-Americans, has a strong orthodox Jewish community whose children, for the most part, attend religious schools.

The school's immediate neighborhood is mainly working-class residential, with well-kept two- and three-family homes, small apartment houses, and some one-family homes. Small stores and factories are

numerous, particularly along New Utrecht Avenue. The school is centrally located in Brooklyn, and public transportation is excellent. The B.M.T. subway is a half-block from the school, and several bus lines are a short walk away.

District 20, in which the school is located, has an intermediate- and high-school population that is nearly fifty percent of Italian heritage. The community offers a variety of resources through its many civic organizations, including Catholic Charities, CIAO, AMICO, and the Italian Board of Guardians.

SCHOOL SETTING

The school building is old (built in 1925) but well-equipped, with two full-size gymnasiums, a swimming pool, shops, music and art rooms, and science and computer laboratories. Graffiti can be seen, and some teachers complain that painting has been neglected. Some classrooms have the original stationary desks. Yet, overall, the school's appearance is acceptable.

Project IMPACT shares an office with the foreign-language department. An adjacent room serves as the bilingual resource center. It is well-stocked, with books, magazines, curriculum guides, audiovisuals, tape recorders, and typewriters. The center serves as home base for the project's staff and students. On a site visit, an evaluator saw them engaged there in many kinds of activities -- individual and group instruction, counseling, parent interviews, and club meetings.

In 1980-1981 the project installed a full computer laboratory for its students' use, and computer software and transcription disks were added in 1981-1982. In addition, the project maintains an extensive collection

of Italian books in the school library for use not only by project students but also by the whole school and the community.

As of October, 1981, New Utrecht's student body totaled 2,940*, of whom 73 percent were white, 12 percent black, 13 percent Hispanic, and 2 percent Asian. Sixty-five percent of the school population was Italian immigrants or students of Italian heritage. Approximately three hundred of New Utrecht's students had limited English proficiency (LEP).

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*Pupil Ethnic Composition Report, October 1981, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS

Project IMPACT serves Italian-dominant students who:

1. have recently arrived from Italy or speak Italian at home;
2. score below the twenty-first percentile on the English part of the Language Assessment Battery (LAB);
3. request to be in the program.

Ninety-five percent of the 210 program students were born in Italy, and all of them speak Italian at home as their first language. Most have had their primary and some of their secondary education in Italy.

Students enter the project with a wide range of abilities in Italian, from minimum competency to highly literate. Their proficiency in English ranges from no knowledge to proficient. They generally have little opportunity to use English outside the school; with friends, relatives, and most shopkeepers, Italian is used exclusively. In school, students speak English in mainstream classes and, to the extent of their ability, in bilingual classes.

Some of the participating students speak English with sufficient competence to take most of their courses in the mainstream. They participate in the native-language, guidance, and vocational training parts of the program, and are included on the basis of student or parent request.

Students who have difficulties with English in their mainstream classes receive individual assistance paid for by tax-levy and Title I P.S.E.N. funds.

According to program staff, Italian immigrant families are not traditionally receptive to the idea of formal education and have a general

distrust of the schools. Often, they feel that the schools are teaching values that are opposed to those of the family. The project serves as a vehicle for raising the educational aspirations of both the families and the students.

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and from grade to grade within a school. Table 1 presents the distribution by sex and grade of bilingual program students for whom information was provided.

Because so many of the bilingual program students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling, or have received fewer years of education than their grade level would indicate. Program students are reported by age and grade in Table 2.

TABLE 1

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	26	55	21	45	47	23
10	23	31	52	69	75	38
11	11	32	23	68	34	17
12	12	27	32	73	44	22
TOTAL	72	36	128	64	200	100

*The majority of the program students (64 percent) are female and females outnumber males at each grade level, except for grade 9.

*Most (38 percent) of the students are enrolled in grade 10.

TABLE 2

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	17	3	0	0	20
15	18	33	4	1	56
16	10	30	14	7	61
17	0	6	10	21	37
18	1	2	5	11	19
19	1	0	0	1	2
21	0	0	0	1	1
Total	47	74	33	42	196

Overage Students					
Number	12	8	5	2	27
Percent	25.5	10.8	15.1	2.3	13.7

*Fourteen percent of the program students are overage for their grade.

*The highest percentage of overage students occurs in grade 9 (25.5 percent).

III. PROGRAM DESCRIPTION

HISTORY

Project IMPACT, a magnet bilingual program for Italian-dominant students, began operation in 1980-1981. Prior to its implementation, New Utrecht High School had pioneered bilingual education for Italian-dominant students at the secondary level with the Title VII CAPISCO Program (1978 through 1980), which served as a model for other schools.

IMPACT offers full academic and career programs in grades nine through twelve. Programming is uniform at each level, with provisions made for extracurricular activities. Students are placed in programs based on content-area needs and not by grade level. Placement in English as a second language is determined by proficiency in English.

In its first year, Project IMPACT served 160 students. In the second year, fifty new students in the ninth and tenth grades were added through an arduous recruitment effort at other secondary schools, not only in the attendance area but also in the whole borough.

The project, by offering students the opportunity to explore vocational curricula, has given them a greater awareness of and exposure to better career choices. Curricula and courses in secretarial studies, industrial arts, and computer science has been developed and implemented.

Nevertheless, the program was not fully implemented: the New York City Board of Education did not designate IMPACT as an official, borough-wide magnet program and, as a result, there was difficulty recruiting students from outside the New Utrecht attendance area. Class registers in 1981-1982 were lower than expected, and consequent budget

cuts prevented the implementation of such courses as word processing.

PHILOSOPHY

The philosophy of bilingual education at New Utrecht is clearly transitional -- to have the students functioning in English as soon as possible without sacrificing pride in their own culture and heritage. The idea is to raise the students' aspiration level and improve their attitude toward education so as not to perpetuate a "ghetto mentality." The project coordinator stated that "the program must serve as a vehicle for raising the educational aspiration of the family as well as the student."

MAINSTREAMING

A major goal of IMPACT is to promote students to mainstream classes within an average of two years after they join the program. Each student is fully evaluated on a continuous basis. Such evaluation includes teacher interviews, consultation with guidance counselors, and review of LAB and CREST tests. Students in the program are encouraged to enter the mainstream as soon as possible. All of them take two or more content-area courses taught in English, and all are required to take music, art, and health-education courses in the mainstream. Transition in the content areas, however, is gradual, beginning, for example, with mainstream courses in mathematics and then adding other subjects when the student is ready. In the bilingual content-area courses, the general rule is to increase the use of English as the year progresses and at the same time to make allowances for new entrants with little proficiency in English through peer-mediated instruction and

and individual attention.

Fifty percent of the program students were partially or totally mainstreamed in 1981-1982.

ORGANIZATION

The project coordinator is in charge of the bilingual program operations. He is supervised by the assistant principal for foreign languages. Figure 1 shows how the program is organized within New Utrecht High School.

PERSONNEL AND FUNDING

Title VII funds for 1981-1982 supported the project coordinator, three curriculum specialists, the curriculum specialist/guidance counselor, the teacher trainer, the secretary, and two family assistants (paraprofessionals). All personnel in IMPACT are fully bilingual and certified in their fields.

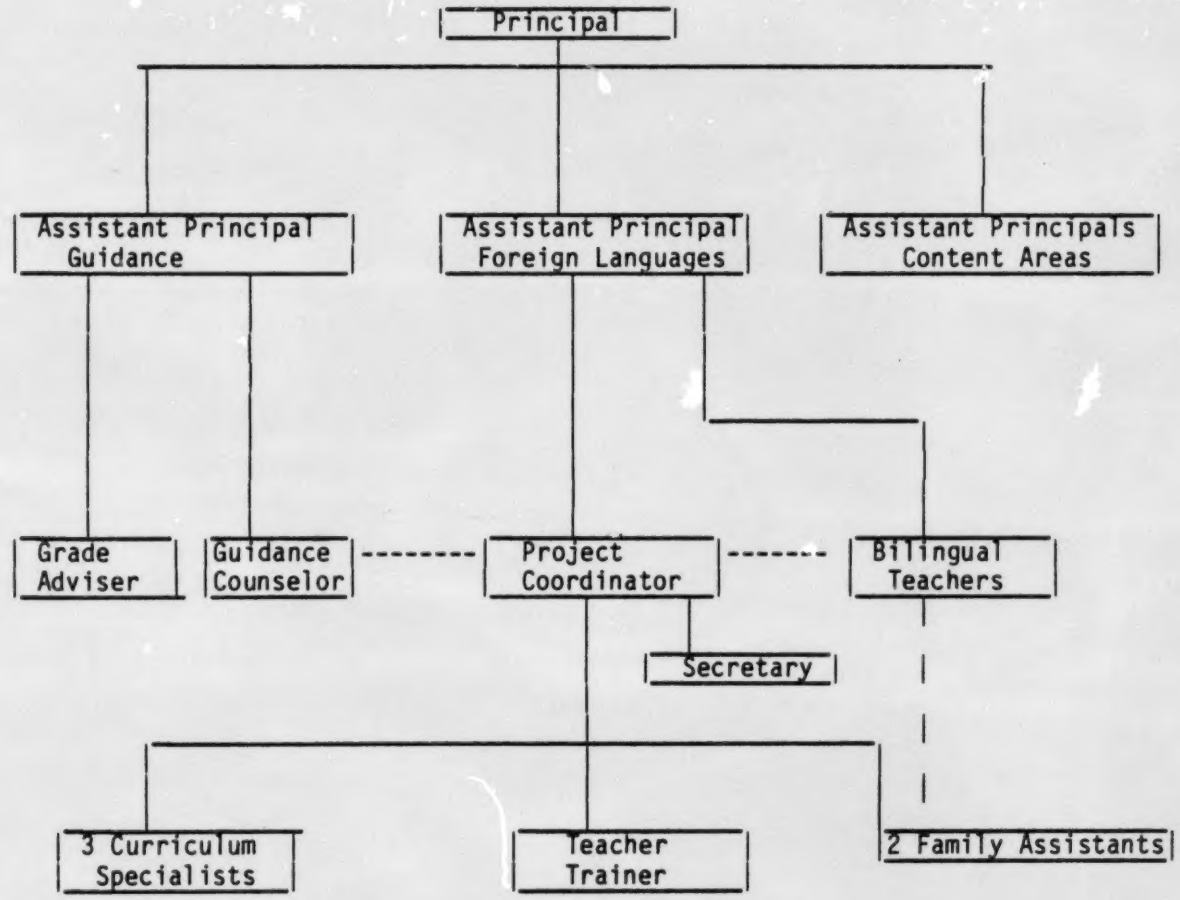
Tax-levy and Title I funds financed all bilingual content-area and English as a second language classroom teachers. The program tries to place competent and certified bilingual teachers in each department. If English-dominant bilingual teachers are used, paraprofessionals fluent in Italian are assigned to the classroom to compensate for the teacher's lack of full proficiency in Italian.

STAFF CHARACTERISTICS

The educational and experiential backgrounds of the project coordinator and other members of the program staff are included in the appendices.

FIGURE 1

Project IMPACT Organization



IV. INSTRUCTIONAL COMPONENT

OVERVIEW

Project IMPACT students receive classroom instruction in four categories: English as a second language (E.S.L.), native language (Italian), content-area courses, and mainstream classes. Details of these offerings are given below.

ENGLISH AS A SECOND LANGUAGE

All students participating in the E.S.L. program receive instruction in English that is scaled according to their proficiency. The materials used in the classrooms are those prepared by the Institute for Modern Languages. Table 3 lists the E.S.L. courses for 1981-1982, the number of classes, and the average class register. Each class met five periods a week; some students took two periods, depending on need. Ninety-four of the program students were enrolled in mainstream English classes, including fifty who were in remedial courses supported through the Title I remediation program.

TABLE 3

Instruction in English as a Second Language (Fall and Spring)

Course Title/ Level	Number of Classes	Average Class Register *	Description
Basic English 1	2	27	Development of listening, speaking, reading, and writing skills in English.
Basic English 2	2	26	
Basic English 3	1	23	
Speech Lab. 1	1	21	Development of fluency, acquisition of native-like accent, intonation, and speech patterns.
Speech Lab. 2	1	19	
Speech Lab. 3	1	20	

*Number includes LEP students not served by the program.

NATIVE LANGUAGE

The main objectives of the native-language courses are to improve skills in Italian and to enhance pride in the student's own culture and heritage. All of the students in the project were enrolled in Italian language classes, which met five periods per week.

LEP students who are especially weak in Italian-language skills because of low educational level or heavy dialectical influences are placed in the regular foreign-language program, levels 1 through 4. Students who have well-developed skills in Italian are placed in the native-language or travel-and-tourism classes. (The travel-and-tourism class may also be considered a content-area course, but one of its main objectives is to develop proficiency in commercial Italian.)

Placement into the various levels of native-language arts is determined by teacher-prepared tests, student interviews, and analysis of short compositions written by the students.

Table 4 presents a breakdown of native-language classes for 1981-1982, including the number of classes and the average class register.

CONTENT-AREA COURSES

Content-area courses are taught bilingually, in Italian and English. The courses in mathematics, social studies, and secretarial studies follow the regular New York State syllabus. Adjustments are made so that each course suits the needs of the students. In math, social studies, and industrial arts, a team-teaching approach (using a curriculum specialist or a bilingual paraprofessional) was used because no fully bilingual teachers were found in these areas. In science, business, and secretarial studies, one fully bilingual teacher was certified for each class.

The focus in each of these courses is on complete transition to English-only classes within two years on the average.

Table 5 presents a breakdown of courses in the content areas, including the number of classes, the average class register, and the percent of time Italian was used in each class.

TABLE 4

Instruction in Native-Language Arts (Fall and Spring)

Course Title/ Level	Number of Classes	Average Class Register	Description
Italian 1	mainstream classes	14	New York State syllabus for Level 1 foreign language.
Italian 2	mainstream classes	25	New York State Level 2 syllabus.
Italian 3	mainstream classes	30	New York State Level 3 syllabus.
Italian 4	mainstream classes	25	New York State Level 4 syllabus.
Intercultural Seminar	1	15	Innovative course, 1981-1982. Cross-cultural review to enhance ethnic awareness. Includes monolingual and bilingual students.
Native Language (Advanced)	3	23	Survey of Italian literature and advanced grammar.
Travel and Tourism* (Advanced)	1	27	Ticketing, business letters, etc.

*May also be considered a content-area course.

TABLE 5

Bilingual Instruction in Content Areas (Fall and Spring)

Course Title	Number of Classes	Average Register	Percent of Class Time Italian Used
MATHEMATICS			
Math Lab.	1	17	60
Geometry	1	15	40
Business Math	1	18	70
SOCIAL STUDIES			
World Studies	1	19	50
Global History	1	27	70
American History	1	24	50
SCIENCE			
Biology	1	27	50
General Science	1	25	40
Computer	2	17	40
SECRETARIAL STUDIES			
Typing	1	21	50
Transcription	1	11	40
Stenography	1	19	50
INDUSTRIAL ARTS			
Jewelry Making	1	14	30
Electricity	1	12	30
BUSINESS			
Travel and Tourism	1	27	60

In a general science class observed by an evaluator, sixty percent of the instruction was in English. Students used English about ninety percent of the time in addressing the teacher, about 50 percent of the time in speaking to each other. The materials were in English. The teacher previewed material in Italian and required students to read from textbooks in English. Code-switching was prevalent throughout the lesson.

In a typing class observed by an evaluator, most of the materials were in English, with Italian translation or adaptations. The teacher was English-dominant bilingual, and the paraprofessional was Italian-dominant bilingual. This combination seemed to be ideal for effective language use; the teacher provided expertise in the subject matter, while the paraprofessional lent authority in the proper translation and use of Italian and English. The paraprofessional gave special attention to recent arrivals.

MAINSTREAM CLASSES

All IMPACT students are enrolled in mainstream classes in art, music, and health education. Entry into other mainstream classes is dependent upon the student's proficiency in English and, in some cases, in the subject matter. Students take academic courses to meet Board of Education requirements for a diploma. Those in the mainstream are always checked and assisted by the bilingual staff.

Table 6 lists the mainstream classes in which program students were enrolled in 1981-1982.

TABLE 6

Mainstream Classes in Which Program Students were Enrolled
(Fall and Spring)

Component/Subject	Number of Program Students	Criteria for Selection	Other Comments
Health Education	210	Universal	Interpreters Used
Mathematics	32	Proficiency in English & math	For students in transition
Social Studies	125	Proficiency in English & social studies	"
Science	39	Proficiency in English & science	"
Music	42	Required	"
Art	34	Required	"
Industrial Arts	34	Required, proficiency in English	"
Secretarial Studies	21	Proficiency in English	"

V. NON-INSTRUCTIONAL COMPONENT

OVERVIEW

The main work of the Project IMPACT staff outside the classroom included the development of curriculum materials and new course offerings, the provision of supportive services such as student counseling and family assistance, attendance at staff training activities, the encouragement of parental participation in school activities, and the encouragement of student participation in school-wide and city-wide activities.

CURRICULUM DEVELOPMENT

During the second year of Title VII funding, the staff developed curriculum materials in Italian-language classes as well as units and lesson plans for all of the bilingual courses. The curriculum materials follow the guidelines established by the New York City Board of Education. Materials developed in 1981-1982 for courses in civil service, secretarial studies, industrial arts, and travel and tourism are listed in the appendices.

Table 7 lists the actual and projected increase in course offerings over the three-year funding period.

Course offerings increased by ten course sections and two new courses in 1981-1982. In 1981-1983 the projected increase is just one course section. In addition, the IMPACT staff plans to develop curricula in architecture, social studies, and hygiene.

TABLE 7

Actual and Projected Offerings and Program Enrollment

Year	1980-1981	1981-1982	1982-1983
Total Program Enrollment	160	210	210+

Course	Number of Sections	Number of Sections	Projected Number of Sections
Social Studies	2	3	3
Mathematics	2	3	3
Science	1	2	2
Native-Language Arts	3	3	4
E.S.L. Basic	3	6	6
E.S.L. Speech Lab.	2	3	3
Stenography	1	1	1
Typing	1	1	1
Transcription	0	1	1
Building Trades	0	1	1
Jewelry Making	1	1	1
Computer	1	2	2
Travel and Tourism	1	1	1

SUPPORTIVE SERVICES

There continued to be substantial support for program students in 1981-1982. In addition to the bilingual staff of Project IMPACT, many of the teachers, guidance counselors, and administrators at New Utrecht speak Italian. Thus, counseling is possible not just by specialists but by the entire school staff.

The program established contact with major Italian and multinational companies and provided program students with greater opportunities to choose careers. Many of the companies provide financial assistance and even pay college tuition.

The more academically oriented of the program students are encouraged to go on to college after graduation, and ninety percent of them are continuing with some form of higher education.

The family assistants make home visits two or three times a week, depending on need. Families often come to the school to seek advice on matters such as employment, insurance applications, medical care, and personal difficulties. Daily contacts are made by telephone.

STAFF DEVELOPMENT

Program staff members participated in training activities, including workshops, meetings, and conferences. The Title VII staff attended bi-weekly department meetings or workshops conducted by the project coordinator, the assistant principal for foreign languages, or the teacher trainer, depending on the topic. In addition to formal meetings, ongoing training took place daily between teachers and trainers during preparation periods.

Pre-service orientation meetings were conducted in September by the coordinator to acquaint the staff with the project. Among the topics were project goals, the use and implementation of bilingual and bicultural materials, parent contact and home activities for the student, and the importance of extracurricular activities in motivating students.

The coordinator and all bilingual Title VII staff members attended the Italian Bilingual Educators Conference, the State Association of Bilingual Education Conference, the Career Education Conference sponsored by the Bureau of Bilingual Education, and the Columbia University Career Conference sponsored by the Bilingual Education Service Center.

Individual staff members also attended many other conferences in their own fields, such as computer sciences.

PARENTAL PARTICIPATION

The Parent/Student/Community Advisory Committee meets monthly and is made up of ten members: six parents, three educators, and one student. Its function is to keep parents and the community informed of program developments, to gather input for program formation and to encourage parents to get involved in the social affairs of the school. Due mainly to program efforts, fifty percent of the Parent/Teachers Association is comprised of bilingual parents and all school notices are translated into Italian. Three classes for parents were implemented during the year: citizenship, community orientation, and English as a second language. These classes met two times a week and were taught by the bilingual staff. As a further impetus to parental participation, the project was planning to develop a handbook for parents in Italian.

AFFECTIVE DOMAIN

Program students continued to participate in bilingual program and school-wide extracurricular activities. Among the most popular were the Italian Club, the bilingual symposium, the IMPACT bilingual magazine, trips, parades, soccer games, and the tutoring of bilingual elementary pupils.

The bilingual symposium is worthy of special mention. Eight hundred parents, community members, and leaders in the Italian-American community attended. Students presented two short Italian plays and a musical review. The entertainment was followed by refreshments prepared and served by program students and their parents.

Program students also made their annual tour of the local elementary schools and presented special stage performances in Italian.

All of the fifty program students who took the Italian Regent's examination passed it. Three students were named to Arista, the honor society. Two won first prize in the poetry contest of the American Association of Teachers of Italian. And many program students obtained summer jobs at banks, travel agencies, and Board of Education offices.

VI. FINDINGS

The following section presents the results of the testing to measure student achievement, and student attendance information compared with that of the school as a whole. The original evaluation design had to be modified because it was not always possible to obtain appropriate comparison data for non-program students (see Recommendations). This necessitated the utilization of the correlated t-test model in order to evaluate the efficacy of the project. This data analytic strategy involves pre-testing students early in the school year and re-testing students again on the same measure near the end of the year. The correlated t-test model assesses whether or not test scores obtained at the end of the year were significantly greater than pre-test scores obtained at the beginning of the year. Table 8 summarizes the revised data oriented objectives.

ENGLISH READING AND COMPREHENSION

The pre- and post-test score means and standard deviations on the Stanford Achievement Test (SAT), Levels II and III are presented by grade in Table 9. Data were missing or incomplete for 98 program students (47 percent). All of the post-test scores were observed to be significantly higher than the pre-test scores with the exception of students in grade 11 (who were tested on SAT Level II) and students in grade 9 (who were tested on SAT Level III). However, failure to find significant differences within these groups can be attributed to the small number of students in each of these groups. It is well known that a reduction in sample size inflates the standard error.

Another way of analyzing the data which is not dependent on sample size involves calculating an "effect size." This effect size is a function of the difference between pre- and post-test mean scores divided by the pooled within standard deviation. This statistic indexes the magnitude of the mean difference score in standard deviation units. Students in all grades (including the ones where no significant difference was observed) evidenced gains (i.e. effect sizes) in the range of 0.65 to 1.25 standard deviation units. These figures represent highly meaningful gains.

NATIVE LANGUAGE READING AND COMPREHENSION (ITALIAN)

The dependent variable used to assess the proficiency of program students in their native language was the New York State Regents Examination in Italian (Levels I and II). Table 10 presents the number of program and mainstream students taking each level of the test and their corresponding passing rates. It can be seen that 100 percent of program students taking each level of the test passed. By comparison, the passing rates for mainstream students were 86 percent on Level I and 91 percent on Level II.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Table 11 presents the passing rates for program students enrolled in mathematics and science courses by grade and language of instruction in the fall. Table 12 presents students' performance in mathematics in the spring semester. Data for spring science performance and achievement in social studies classes were not reported.

Achievement data for very few program students were reported for analysis. The overall passing rates of students who were reported as enrolled in mathematics classes were 62 percent in the fall and 73 percent in the spring. The overall passing rate in fall science courses was 92 percent.

STUDENT ATTENDANCE

The average total attendance rate of program students by grade is presented in Table 13. These attendance rates show variation between grades, ranging from 84.2 to 87.9 percent. The average total attendance rate for all program students (86.0 percent) was significantly higher than the school-wide attendance rate (71.8 percent).

TABLE 8

Revised Data-Oriented Objectives for Project IMPACT

Objective	Purpose of Objective	Instrument
1	Program students will show a significant gain in reading and comprehension of the English language.	Stanford Achievement Test (Levels II & III)
2	The percentage of program students passing a standardized native language examination will be significantly higher than the passing rate of mainstream students.	New York State Regents Examination in Italian (Levels I & II)
3	Eighty percent of program students enrolled in mathematics, science, and social studies courses will earn a passing grade.	Teacher-developed tests
4	The attendance rate of program students will be significantly higher than that of the total schoolwide attendance rate.	School attendance register

TABLE 9

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Program Students with Full Instructional Treatment on the Standard Achievement Test by Grade and Test Level

Test Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
2	9	16	152.6	19.8	169.5	12.9	16.9	0.82	5.72	0.001	1.11
2	10	5	110.6	34.9	146.8	25.9	36.2	0.64	3.01	0.04	1.17
2	11	3	117.0	26.8	132.5	38.8	15.5	1.00	1.82	NS	1.25
3	9	5	105.0	42.1	142.4	22.9	37.4	0.33	2.06	NS	1.00
3	10	34	124.4	32.9	140.5	32.7	16.0	0.53	2.97	0.005	0.65
3	11	22	126.4	28.0	140.8	24.5	14.4	0.8	4.03	0.001	0.93
3	12	27	139.8	27.8	154.8	23.0	15.0	0.85	5.36	0.001	1.02

TABLE 10

Passing Rates on the New York State Regents Examination in Italian (Levels I & II) for Program and Mainstream Students*

LEVEL I

	Number of Students	Percent Passing
Program Students	25	100
Mainstream Students	101	86

LEVEL II

	Number of Students	Percent Passing
Program Students	22	100
Mainstream Students	106	91

*These data were provided by the project coordinator.

TABLE 11

Number and Percent of Italian-Speaking Students Passing Teacher-Made Examinations in Content-Area Subjects by Grade and Language of Instruction (Fall)

		English			Italian/English			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9	-	-	-	2	2	100.0	2	100.0
	10	1	1	100.0	14	8	57.1	15	60.0
	11	2	1	50.0	1	1	100.0	3	66.6
	12	1	0	0.0	-	-	-	1	0.0
	Total	4	2	50.0	17	11	64.7	21	61.9
Science	9				1	1	100.0	1	100.0
	10				8	7	87.5	8	87.5
	11				3	3	100.0	3	100.0
	12								
	Total				12	11	91.6	12	91.6

TABLE 12

Number and Percent of Italian-Speaking Students Passing Teacher-Made Examinations in Content-Area Subjects by Grade and Language of Instruction (Spring)

		English			Italian/English			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9	2	2	100.0	1	1	100.0	3	100.0
	10	6	5	83.3	14	8	57.1	20	65.0
	11	1	1	100.0	2	2	100.0	3	100.0
	12	-	-	-	-	-	-	-	
	Total	9	8	88.8	17	11	64.7	26	73.0

TABLE 13

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	40	86.3	12.3
10	61	84.2	11.4
11	33	86.9	10.8
12	36	87.9	11.2
Total	170	86.0	11.5

Average School-Wide Attendance Percentage: 71.8

Percentage Difference = 14.18 $z = 3.75$ $p < .001$

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project IMPACT, in its second year of Title VII funding, provided a rich learning environment for its students. The program offered a variety of courses, not only in language-skills acquisition but also in vocational training. These services were expanded to accommodate Italian-speaking LEP students borough-wide.

Site visits left the evaluation team with the strong impression that the project has the support of the school administration, the teaching staff, and the entire community. The most notable achievement observed by the evaluation team was the high quality and great quantity of curriculum materials, handbooks, school catalogues, and guides developed by the program staff in this and previous funding cycles. The IMPACT catalogue used for recruiting students throughout the borough deserves special commendation for the completeness of its information, its layout, and its fine printing.

In line with its philosophy, the program seemed to be progressing toward its major goal -- expediting the acquisition of English-language skills necessary for full mainstreaming. Among the special achievements of Project IMPACT during 1981-1982 were the following:

1. development of curriculum materials;
2. expansion of bilingual materials and resources, especially computer software and transcription disks;
3. continuation of the borough-wide recruitment program;
4. development of innovative bilingual courses such as building trades, civil service, and the intercultural seminar;

5. continuation of remedial and extra-curricular programs;

6. recruitment and retention of qualified bilingual staff.

RECOMMENDATIONS

On the basis of personal observations, assessment of student achievement, and discussions with personnel involved, the evaluation team makes the following recommendations:

1. The program's language policy is to place the bilingual students in content-area courses in which instruction is conducted in both the native language and English, with most texts and materials in English. English is to be increased as the year progresses. No clear-cut policy was evident, however, as to how the English was to be increased or what bilingual methodology was to be used by the teachers. A consistent methodological approach would decrease code-switching and minimize language confusion on the part of both the teachers and the students.

2. The program's evaluation objectives should be revised to reflect the scope of program activities, and should be stated in measurable terms. Evaluation instruments should be selected based upon their relevance to the program's objectives and curricula.

3. It would be beneficial to refine the record-keeping process

so that details of the program's effectiveness will not be forgotten with time. A log might be kept, contrasting the achievements of program students with students in the entire school and noting the number of parents contacted by phone, awards received by program students, and so forth. These data would prove valuable for future evaluations, future public-relations campaigns, and self-evaluation for future program development. A second reason for refining the record-keeping process is that increased attention to the submission of data required for the Title VII evaluation report would contribute to a more effective and efficient final evaluation study and would allow for assessment of all aspects included in the program's objectives.

4. Staff development should be prompted by greater attendance at the varied conferences and workshops on research and practice in bilingual education. New York City, New York State, and the Federal government all have organizations within commuting distance of New Utrecht that offer many activities pertaining to bilingual education.

5. Since Project IMPACT has both an extensive collection of audiovisual equipment and a highly professional teaching staff, it should consider developing and disseminating model videotapes that demonstrate programmatic resources and instructional methodologies.

6. There is a scarcity of materials in Italian in the New York City school system, and it is strongly urged that New Utrecht establish better communication with other secondary schools in the city with bilingual programs in Italian so that curricula and materials may be shared and duplication of efforts may be eliminated.

7. To obtain the necessary funds for publication and dissemination of written materials and tapes, the project coordinator and staff might solicit contributions from various Italian-American organizations and various educational research organizations.

VIII. APPENDICES

Curriculum Materials Developed in 1981-1982

Curriculum Materials	Language of Materials	Grade Level	Primary Users	Goals	Objective	Additional Comments
CIVIL SERVICE	English/ Italian	9-12	Teacher, Student	Specified	Measurable	Provisions for individualized instruction. Civil-service exams translated into Italian. Instruction on how to fill out applications.
SECRETARIAL STUDIES Stenography 1 Stenography and Transcription Typing 1, 2	English/ Italian	9-12	Teacher, Student	Specified	Specified	Section on methodology. Week-by-week/step-by-step lesson plans for teacher. Terms and curriculum translated into Italian.
INDUSTRIAL ARTS Building Trades Carpentry Jewelry Making Plumbing Electricity Sheet Metal	English/ Italian	9-12	Teacher, Paraprofessional, Student	Specified	Measurable	Safety rules in Italian with accompanying tests. Individual lesson plans with performance objectives and activities clearly spelled out.
BUSINESS Travel and tourism	Italian	10-12	Teacher	Not specified but implicit	Not specified but implicit	Daily lesson plans. Step-by-step instruction on how to write an airline ticket with worksheets and examples of tickets.

Staff Characteristics

Position	Function	% Time	Date Appointed	Degrees	Certificates Licenses	Years in Bilingual	Total Years in Education
Coordinator	Oversee, evaluate, coordinate project	100	9/80	B.A. M.A. Bilingual Education Ph.D. Admin.	Italian 7-12 Adm. Super.	10	10
Curriculum Specialist	Develop curricula in computer	100	9/80	B.S. Math	Math	8	10
Curriculum Specialist/ Guidance Counselor	Develop curricula in Math/Counseling	50/50	9/80	B.S. Math M.S. Counseling	Math Italian 7-12 Counseling	6	7
Curriculum Specialist	Develop curricula in secretarial studies	100	9/80	B.S. Secretarial Studies	Secretarial Studies	4	4
Curriculum Specialist	Develop curricula in industrial arts	100	9/80	B.A. Italian	Italian 7-12 Spanish 7-12	3	5
Teacher Trainer	Staff training	100	10/81	B.A. Italian Spanish	Italian 7-12 Spanish 7-12	2	3